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ABSTRACT

The purpose of special classes for the educable retarded, including aims and objectives, is presented. The organization of such classes in Newport County is discussed in terms of methods of transfer to and from the classes, tests and examinations, relations with the regular classes and within the class, elements of the daily program and suggested time allotments, and elements of the weekly program. Methods and activities are provided for the following curriculum areas in primary and intermediate levels: social development, language arts, arithmetic, social studies, science, and self care skills. (RJ)

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NEWPORT COUNTY REGIONAL SPECIAL EDUCATION PROGRAM

COURSE OF STUDY NO. 1 VOL. 1

CURRICULUM GUIDE

PRIMARY AND INTERMEDIATE EDUCABLE

TOWNS OF

MIDDLETOWN, PORTSMOUTH, TIVERTON, NEWPORT, LITTLE COMPTON

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CURRICULUM GUIDE - THE SLOW-LEARNING CHILD

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Statement of

A PHILOSOPHY OF EDUCATION

for the

REGIONAL SPECIAL EDUCATION CLASSES

The continued existence of the American way of life rests upon the education of America's people. This way of life is predicated upon the belief that every individual has the right to make the fullest use of his abilities;

That the obligation of American education, therefore, is the development of citizens who will function effectively and constructively in a democracy.

For the Newport County Regional Schools, such a concept of education implies:

(1) That the experiences of the schools assist each individual in developing his potentialities to the maximum;

(2) That the experiences of the school equip the individual with the fundamentals of learning;

(3) That the experiences of the school provide opportunity, initiative, and independent thinking;

(4) That the experiences of the school lay a foundation of sound scholarship, cultural background and vocational skill;

(5) That the experiences of the school be democratic and social in nature providing participation in cooperative living.

CURRICULUM GUIDE - THE SLOW LEARNING CHILD

FOREWARD

The term "slow-learning pupils" is used in this Guide to designate all pupils eligible to the classes for the educable mentally retarded. The Rhode Island State Department of Education defines these pupils as follows:[1]

Educable Mentally Retarded

Pupils with an I.Q. of 50 - 80.

The Regulations of the Department of Education further state, a child who functions at the time of school evaluation: on a psychometric level (as measured by standardized and clinical tests) that is characterized by general inability to succeed in school related tasks; on an academic achievement level (as measured by standardized and informal tests) significantly below average age performance; without necessarily being impaired in either maturation or social adjustment; and, insofar as is determinable, with learning limitations not associated with symptoms of primary personality or sensory deterioration. [2]

Meeting the neeeds of these educable mentally handicapped pupils of Newport County is the ultimate aim of this Curriculum Guide. It is based on the assumption that all learning activities should be functional and applicable to every day living now and in adult life.

Meeting the needs of the individual child is of great importance in order that he may develop his capabilities to the fullest extent. By presenting material useful in everyday living, it is expected that the majority of these pupils will become accepted members of their community, capable of taking care of themselves economically and socially.

PURPOSE

The purpose of this curriculum guide is to help teachers(particularly beginning teachers) to plan functional learning experiences for slow-learning pupils. It is designed as a guide and should be used as such. In general it indicates the more essential things to be taught. The learning experiences set down in this may be enriched as the teacher feels need to enrich them. The courses of study in each field of learning have as their immediate objective the presentation of those things which will benefit the slow-learner in his daily living now and when he leaves school. They aim to be as practical as possible indicating only those things which slow-learners can comprehend, understand, and use. A serious attempt has been made throughout this guide to be realistic and keep the learning experiences within the scope of the slow-learner and gear them to his ability and his particular needs. It is believed that these pupils need learning activities suited to their own needs, capacities, and limitation, and that they do not profit sufficiently or function at their with "watered down" regular school courses of study.

It is felt that, with classes organized as they are in the Newport Regional Special Education Program, this guide fits the needs of Newport County. To this end no attempts at this level (primary and intermediate) is made at specific job training. The training of the upper group aimed at fitting pupils to be good employees physically, socially and temperamentally and to be acquainted with those things which constitute a healthy, happy, well-adjusted employee and a good citizen.

With this practical viewpoint it naturally follows that learning experiences of one field of learning may need repeating in one or more

other fields. This repetition is a help to the child and is in no way criticism of this guide. Repetition is one device which may be used with success in teaching slow-learners.

When it has been determined that certain learning experiences can be taught more successfully in connection with one field of learning than with another, the learning experiences have been placed in what is considered the more functional place from the standpoint of the slow-learner.

ORGANIZATION OF SPECIAL CLASSES IN NEWPORT COUNTY

INTRODUCTION

It is estimated that 2.5% of the school population because of their low intellectual capacity comprise the group known as the mentally retarded.

In order to provide adequately for these slow-learning pupils a special curriculum is provided. These pupils generally fall between 50 and 80 in intelligence quotient as measured by an individual mental test administered by the Regional Diagnostic Teams.

It is the prevailing practice in Newport County to divide the slow-learning children into four age groups:[1] the primary, 6 to 9: the intermediate, 10-14: the secondary educable group, 18 to 21.[1] All classes are housed in regular elementary and secondary school buildings. Emphasis is placed on the basic skills and social development. At the upper level the emphasis is placed on the basic skills, home economics, wood and metal shop and civic responsibility. This Curriculum Guide includes those learning experiences suitable for slow-learning pupils from 6 - 14 years of age.

[1] R. I. State Regulation Governing the Handicapped

GENERAL AIMS

The general aims of Special Education include:

1. Development of Proper Human Relationships

   Guide each pupil in his intellectual, social, physical and emotional development so that he may become a contributing member of society.

2. Achievement of Self-Realization

   Recognize the strong points of each pupil and strive to develop them so that he may attain a feeling of security and self-reliance.

3. Attainment of Economic Efficiency

   Provide practical vocational experiences leading toward and preparing for the kind of employment the individual will most likely obtain and be able to do in adult life.

4. Assumption of Civic Responsibility

   Guide each pupil in his responsibilities to his home, his school, and to a democratic society.

5. Development of Moral Values

   Provide opportunity for each pupil to understand those ethical, and moral values which are accepted by society as being desirable in human character.

The slow-learner may not attain all these aims, but the school must strive toward the goal of fitting these children to function satisfactory as adults in our present world.

FUNCTIONAL AREAS AND OBJECTIVES OF EACH AREA

All fields of learning used with the slow-learner are made up of activities which fulfill the objectives of these six functional areas. The objectives of each of these areas are stated her in terms of their applications to daily living now and in the future.

1. Physical and Mental Health
   a. Establishing peaceful and happy home, family, school and community relationships.
   b. Maintaining standards of health, behavior and morality as member of home group.
   c. Using medical and dental facilites of community
      (1) For check-ups
      (2) For emergencies
   d. Caring for sick persons in the home
      (1) Cleanliness
      (2) Quiet
      (3) Nourishing food
      (4) Following docter's instructions
2. Home Living
   a. Acquiring acceptable behavior as part of home group.
   b. Assuming responsibility as member of home
      (1) Father, mother, foster parents, son, daughter.
      (2) Home living a partnership between parents and children.
      (3) Schedule in running household
         (a) Meals
         (b) Retiring time, etc.

C. Having knowledge of costs of maintaing home

3. Consumer Education

a. Dealing politely and fairly with merchants,

b. Keeping personal anf family credit good

c. Providing sensibly for family needs

(1) Food

(2) Clothing

(3) Shelter

d. Realizing cost of luxuries - household appliances, television, etc.

4. Group - Community Relations

a Maintaining acceptable behavior

(1) As neighbors

(2) As club members

(3) As one of the gang

b. Accepting responsibility as parents in neighborhood

c. Accepting responsibility as parents to school

d. Assuming duties of citizenship in our democracy

(1) Voting

(2) Civic welfare

(3) Taxes

5. Leisure Activities

a. Maintaining acceptable social behavior

b. Enjoying hobbies

(1) Active

(2) Sedentary

c. Participating in leisure activites of family; of children

d. Using facilities of towns and city

(1) Libraries

(2) Art Centers

(3) Museums (Naval, Block and Historical

(4) Sports events

(5) Parks and playgrounds

(6) Beaches

(7) Community Centers

(8) Jazz, Folk and Opera Festivals

(9) Boating

6. Work and Occupational Duties

a. Maintaining peaceful, satisfying work situation, desirable attitude toward employer, fellow workers, etc.

b. Assuming responsibilites of loyalty to employer and fellow workers

c. Participating in union affairs

FIELDS OF LEARNING

All learning experiences are grouped in one of the eight fields of learning which include:

1. Social Development
2. Language Arts
3. Reading
4. Arithmetic
5. Social Studies
6. Everyday Science
7. Physical Well-being
8. Arts and Crafts

The course of study in each of these fields of learning aims specifically those learning experiences which will be useful and necessary to the slow-learing children now and in their adult life.

A curriculum guide for the slow-learner must contain specific training in details which one usually assumes to be already a part of the experience and knowledge of the average child. This training is not obtainable in regular elementary classes and it is the added purpose of special education to meet these special needs and to supply adequate learning experiences for these children in the field of learning which we call social development. It is <u>important</u> that all learning experiences be applied to simple life situations so that they will function effectively in everyday life.

These fields of learning present for each subject, the fundamental concepts, the goals and the group placements. The material included is to serve as a guide in arranging worthwhile activites in each area. It is understood that there will be some overlapping among the three groups. It is the responsibility of the teacher to go forward with each pupil at the level he or she has reached, regardless of his group placement. The pupil who must be advanced to the next level because of physcial maturity, regardless of achievement, is the exception. <u>The teacher should attempt to meet certain minimum requirements with every pupil, and as the pupil advances to an older group it may be assumed that he has met the minimum requirements of the proceeding.</u>

Social Development is very important in the education of the slow-learning child. Social development is not wholly a separate field of learning, since it runs concurrently with all of the child's learning experiences. Continuous emphasis must be placed on social development since it aids in developing the growth of personality, which underlies

all the work in special education. Consequently, the section on social development precedes others in the field of learning. It should become an integral part of each of them.

THE SLOW-LEARNING PUPIL

Some characteristics of the slow-learner are educationally significant. In order to provide an adequate curriculum guide of learning experiences these characteristics must be understood.

In many instances wholesome interest in school has been lost by failure to meet standards of the regular classes, by pressures from parents, teachers and by lack of acceptance by peers. These children have been so conditioned to failure that they sense it in the unfamiliar and tend to reject new situations. Failure and rejection causes frustration among some slow-learners and usually manifests itself in anti-social behavior and emotional instability.

They have limited ability in recognizing achievements and maintaining independent work standards. They must work under supervision and accept attainable standards. They must have simple objective evaluations achievement that are meaningful to them.

Judgement, insight and ability to evaluate are generally poor so that constant guidance and supervision are essential.

Associative power is limited and the pupil needs assistance in recognizing familiar or learned concepts in new learning situations. The teacher must point out specific familiar concepts when they appear in a new situation.

Slow-learning children learn best through concrete manipulative devices. This is of importance in achieving academic skills and basic concepts which are usually taught to normal children through the use of symbols.

These children are limited in ability to do abstract thinking. Symbolisms and abstractions are extremely difficult for them.

Repetition which tend to be monotonous for normal children are acceptable beneficial in training slow-learning pupils.

The attention span is usually short so that many well planned and well motivated short lessons are more effective than these requiring sustained attention over longer periods.

The range of interests and the powers of self direction are limited. Interests tend to be limited to concrete self-satisfying experiences. Directions must be simple, concise and definite.

Creative ability is limited and these children like to imitate. The level of performance skill in imitating is important. Creative freedom displaying unacceptable performance is not desirable. However, the child should have the opportunity to express himself.

In physical traits, in non-intellectual and character traits most slow-learners do not differ from the average child in any marked degree. In reasoning, resourcefulness, initiative and interest in academic learning they differ most. They are most handicapped in their ability to deal with symbols and to comprehend abstract relations.

In academic learning a slow-learner usually can be expected to accomplish what an average pupil of the same mental age can accomplish. The slow-learner generally will be more proficient in some fields of learning than in others. The teacher should capitalize on these strong points in order to develop in the child a feeling of success and security.

METHOD OF TRANSFER TO SPECIAL CLASS

Pupils are admitted to special classes on the cumulative basis of the following:

1. Referral by Teacher to the Principal due to inability to progress academically or emotionally in regular class.

2. Referral by Principal to Coordinator of Guidance or Guidance Counselor for review.

3. Referral by Coordinator of Guidance or Counselor to the Diagnostic Team for complete psychological and psychiatric (if warranted) testing.

4. Referral by Diagnostic Team to Regional Director of Special Education for placement.

5. Director of Special Education will consult with parents,(secure permission and signature) Teacher(s) and Principal before placement.[1]

Pupils are transferred from one level to the next higher level at the end of each academic year on basis of:

1. Chronological age
2. Physical maturity
3. Social maturity

Academic progress is another factor, but in a small number of cases it must be bypassed when the pupil is of such physical maturity as to make his transfer necessary.

[1] If parent(s) refuse placement, pupil may not be placed until parent(s) give permission.

METHOD OF TRANSFER TO REGULAR CLASS

Pupils are admitted to regular class on the cumulative basis of the following:

1. Recommendation from Special Class Teacher to Principal.
2. Referral from Principal to Director of Special Education.
3. Administering of Metropolitan Achievement Test by Teacher.
4. Referral by Director of Special Education to Diagnostic Team for psychological retest.
5. Referral and consultation with building Principal for placement.
6. Final admittance must be decided by Principal on the basis of information presented by Director of Special Education.

PSYCHOLOGICAL RETEST AND ACHIEVEMENT TESTS

Pupils in special education classes are to be retested every two years by the Diagnostic Team with the Wechsler Intelligence Scale and are rated with the Vineland Social Maturity Scale.

A cumulative pupil record is kept on each pupil. This includes a record of reading progess based on tests which accompany the currently adopted basal reading series.

At the present time a cumulative file is kept on each pupil in the Regional Special Education Office. Contents of these files are available to the teacher upon request to the Regional Director of Special Education or his Assistant. Teachers must sign for records which may not be kept longer than one week.

SPECIAL CLASSES AS PART OF SCHOOL

The pupils in special classes should be accepted as part of the total school group. He needs the association and companionship of other children, as well as those in his class and he should be held to the same general school rules and regulations. His recess periods and noon periods should be those of the regular classes. His room should be known by its number and not as the "special room". He should in no way be set apart in the reactions or the thinking of the pupils, the teacher, or the administrators.

There are many ways in which special pupils can be made a part of the school. The following are:

1. Helping in school projects
2. Partipating on Safety Patrol Duty
3. Visiting other rooms, for special programs, Easter, Christmas, etc.

4. Acting as monitors for younger elementary children.
5. Participating in inter-school athletic games and programs.
6. Participating in games with groups from other schools.

SPECIAL CLASS AS SELF*CONTAINED UNIT

The special class with its smaller numbers and its individual problems forms a close pupil-teacher relationship. Essential to the pupils' welfare in a special class is a feeling of security, a sense of achievement, a feeling of belonging and being wanted. The classroom becomes a life situation. The special class teacher has the opportunity to guide frustration and failure into security and success by putting pupils into situations in which they may experience success and a feeling of belonging.

There also should be close relationship between home and school, special contacts with parents with the consent of the Principal in order to have the child's physcial and psychological needs cared for. Among the duties of the special teacher are those of seeing to it that such physical handicaps such as poor vision, poor speech and others are referred to the appropriate school specialist, and that the family as a whole understands the problems of the special child and accepts him and his limitations.

There should be close contact between teacher, Principal, Director or Supervisor of Special Education, school social worker and school nurse, so that the needs of the special children are brought to their attention when need of their help arises.

There is a great need for frequent teacher-pupil conferences (teacher -pupil and teacher group) to talk over problems, to make plans, to discuss directions to proceed in work, or to discuss recommended behavior in given situations in and out of school. The teacher of the slow-learners has the responsibility of listening to the pupil's problems, or trying to understand him and of attempting to guide him. The beginning of the school day seems to be the time when the pupil feels most strongly the need of talking over his personal problems.

Since the child is working at his individual rate in basic skills,

opportunities must be made for group participation (science, social studies, health and crafts) in a single activity. The exchange of ideas and the experience of working as a group are essential to proper growth. This is the reason the group placement of learning experiences are put merely as a guide in the various fields of learning. On the average, pupils will have covered and more or less mastered the material assigned to their group by the time they are ready to go on to the higher level. It should be the aim of the teacher to cover all of the learning experiences designated for the group with which he is working.

There is of course a shift of emphasis from one group to another in using the materials of the field of learning. The emphasis with the primary group is placed on basic skills, activities and experiences centered largely around the home and school. With the intermediate group the emphasis is centered around the basic skills, community and group activity. With the secondary group the emphasis is on basic skills and the preparation for vocational and adult life. Throughout the child's school experiences there is a continous effort toward social development an integral part of all of the other fileds of learning.

DAILY PROGRAM

There must be a scheduled daily program since the slow-learner functions more efficiently in a structured program. As a rule he is fearful of change and antagonistic toward it. Fear and antagonism may arise because of the slow-learner's inability to adjust rapidly to a new situation. In a situation which has become habit with him, he functions most adequately.

A daily program must contain activities from all fields of learning with individual instruction in reading, arithmetic and language. All learning activities should be in the form of concrete situations. A pupil should progress at his individual rate in both of these areas. He should not be made to feel that he is competing with other pupils, since many slow-learners have been conditioned to failure-will make little or no progress under the pressure of competition. This is especially true in learning the fundamentals of reading and arithmetic.

It is equally important that the class work together as a single group in some activities. It is in the teacher-group situation that ideas exchange. It is largely as a result of teacher-group talks that rapport is maintained among the group, each to each and with the teacher. The program should always be formal enough to make for the formation of certain habits, it also must be informal and flexible enough to be able to take advantage of opportunities which arise often unexpectedly, but which are invaluable to the teacher and to the pupils. Matters of community interest, newspaper, radio or television news that has made a marked impression on pupils should be discussed. With the older pupils, outstanding news article or a sports event will be the topic of utmost importance especially the first thing in the morning. A few minutes of guided conversation and discussion are invaluable aids to making our pupils alert to what goes on in the world around them.

SUGGESTED TIME ALLOTMENT

Time allotments are necessarily flexible since individual instruction of the slow-learner is based upon his specific needs and capacities. All time allotment must of necessity be subject to rearrangement to fit a specific situation.

The teacher may not be able to follow accurately the suggested time allotted per day, but it is expected that over a period of a week or month the time spent in each area will approximate the total time allotted for each specific area.

Suggested Time Allotment

360 minutes per day

	Minutes per day
Primary Level	
Opening Exercises: Pledge of Allegiance, Singing of America and morning songs, Story and Plans for the Day [1]	15 - 20
Reading	55 - 60
Writing	15 - 60

SUGGESTED TIME ALLOTMENT -18-

	Minutes per day
Spelling	15 - 20
Oral Communication (Dolch Words)	15 - 20
Arithmetic	25 - 30
Social Studies	15 - 20
Science	15 - 20
Health	15 - 20
Physical Education	20 - 25
Music	15 - 20
Recesses and Rest Periods (Must be scheduled with regular classes)	25 - 30
Sensory Training-Muscular Coordination	15 - 20
Arts and Crafts	30 - 35
Intermediate Level	
Opening Exercises: Pledge of Allegiance, Singing of America or America the Beaufiful and Current Events	15 - 20
Reading	60 - 80
Language Arts (Spelling, Elementary Grammar and Penmanship)	50 - 60
Arithmetic	35 - 45
Social Studies	25 - 30
Science	25 - 30
Health	20 - 25
Recesses	25 - 30
Physical Education	25 - 30
Arts and Crafts	25 - 30

[1] The activities listed here are included as an aid in setting up the daily program . The daily program must include these items, not necessarily in this order.

ELEMENTS OF WEEKLY PROGRAM

There are many ways in which the teacher may supplement and enrich the daily program. Such activities are suggested herewithin and should form part of the weekly program. The teacher must not, however, allow any of these activities to become too time consuming. If the activity does not evolve as part of or fall into the over-all plan of work it should not be undertaken. Isolated and unrelated activities have very little meaning to the slow-learning child.

A weekly program might or may be planned in unit form for the purpose of giving every child a chance to participate before the group. These programs can be arranged to coincide with the calendar holidays.

1. Programs — As culmination of units of work, or as entertainment; such programs as group plays, puppet shows, choral reading.
2. Music — An activity that can carry on with pupils actively participating, or as an audience.
3. Sport Events — Participation in school athletic program or in intermural contest of field events.
4. Exhibits — Drawings and craft display, fashion show for home-making classes.
5. Excursions
   - Primary — In the neighborhood
   - Intermediate — Around the city - to be emphasised class units
     To explore job possibilities and to know facilities of city environment.
6. Audio-Visual Aids — To be used in direct connection with, or as outgrowth of classroom or excursion activity.. Occasionally, audio-visual aids should be used just for pleasure (with no didactic purpose.)
7. Dancing — As part of physcial well-being program - square or folk dancing.
8. Contest and Parties — Spelling bees, quiz shows, shows on manners, checkers and other tournament type games.

FIELDS OF LEARNING

SOCIAL DEVELOPMENT

LANGUAGE ARTS

ARITHMETIC

SOCIAL STUDIES

SCIENCE

PHYSICAL EDUCATION

ARTS AND CRAFTS

SOCIAL DEVELOPMENT

A. Social Development is the gradual growth of personality. It involves participating in activities which should develop a happy, well-balanced individual ready to take his place in society. In Social Development the basic needs of (a) kindness and affection, (b) recognition and approval, and (c) success and achievement must be considered as of the utmost importance in the life of the slow-learning pupil.

Many of the common courtesies that are learned incidentally by other children must be taught to the slow-learner. These include direct teaching of such social graces as:

1. "Thank you", "please", "I beg your pardon", "may I", "excuse me".
2. Introducing friends and parents.
3. Being courteous to merchants.
4. Ladies first
5. Table etiquette
6. Pleasant salutations
7. Conversation and listening habits
8. Voice control

Learning Experiences

Primary

1. To learn to obey the rules of the school and community.
2. To learn and practice democratic principles and living through participation in classroom activities and management.
3. To work and play easily with groups of two or more.
4. To respect rights and property of others in play.
5. To "role-play" activities.(dramatic plays)
6. To use feet alternating in skipping, and going up and down stairs.
7. To toss, bounce and catch ball with others.
8. To emphasize the completion of a task.
9. To use courteous speech at all times to all people.
10. To develop a happy personality.
11. To dress self-tie bows, braids, put in hair-pins.

12. To initiate proper habits of cleanliness and good grooming.
13. To recognize colors.
14. To use manipulative tools - putting puzzles together, stringing beads, using peg board, building with blocks, weaving and sewing.
15. To express ideas using various media - crayons, paints, clay, (ceramic and plastic) etc.
16. To express ideas using paper, cardboard and wire.
17. To emphasize the completion of a task.
18. To call attention to noises and sounds in the environment.
19. To use courteous speech at all times.
20. To speak softly.
21. To eliminate infantile expression such as "me do", etc.
22. To listen attentively - to stories, directions and instructions.
23. To learn to follow sequence of pictures in books.
24. To stimulate interest in books.
25. To associate pictures and objects with word symbols.
26. To ask about words and phrases written on blackboard.
27. To match colors with word symbols.
28. To show-interest in cooperative action during reading activities.
29. To recognize likenesses and differences in forms, object and pictures.
30. To recognize individual letters.
31. To turn pages of book properly and carefully.
32. To share and enjoy experiences through trips, conversation, Drawings and experience charts.
33. To cultivate an appreciation of art and the beauties of nature.
34. To have a definite weekly sharing period.
35. To learn to answer and converse on the telephone.
36. To act as host or hostess to room visitors.
37. To practice acceptable ways of introducing friends and parents.
38. To observe simple social niceties - as, apologizing for social errors.
39. To be kind and considerate of others.
40. To learn to work with and get along with others.

41. To learn the value of honesty, reliability and dependability.
42. To learn the value of cooperation, good sportsmanship and fairness in work and play.
43. To work independently and develop self-confidence.
44. To play simple competitive games - kick ball, hop-scotch, dodgeball, etc.
45. To observe good manners and proper habits.
46. To recognize the five senses and their functions.
47. To assume a share of responsibility in the home, school and community.
48. To practice habits of orderliness - hang up wraps, "clean-up", put away games and material.

Intermediate

Carry over and continue all items of Primary Level.

49. To accept responsibility in school activities.
50. To follow and live up to group-mode rules.
51. To create activities so that the pupil learns self-respect, self-reliance and independence.
52. To use social courtesies.
53. To observe and practice more formal social procedures - boys offering girls or older people a seat, "ladies first" idea, etc.
54. To practice kindness in dealing with others.
55. To show more emotional stability.
56. To make an effort to recognize and resolve his emotional conflicts.
57. To want to assume some responisbility in family living.
58. To seek approval of peers and adults but avoid "show off" attitude.
59. To appreciate good done by others.
60. To encourage timid pupils to participate in activities.
61. To develop an interest in taking up desirable hobbies.
62. To know some recreational and cultural centers of the city.
63. To become acquainted with various industries through films and field trips.
64. To participate in competitive games.

LANGUAGE ARTS

A. Language both oral and written is an important part of every phase of pupil's school and post-school life. This is equally true for the slow-learning pupil. This type of pupil however, has a greater need for oral and listening language than for written language. Therefore, a greater stress will be placed on developing the oral language abilies of the slow-learner with a smaller portion of time being devoted to written language. More stress will be put on written language in the upper level.

* Penmanship should not be started until the child is ready for it as evidenced by adequate motor coordination and skills of visual discrimination. Spelling is dependent upon the child's ability to read and write. His need for these two skills in life will be predominantly functional and therefore should be approached from a functional point of view.

Investigations have not designated any one system of teaching writing as the best for the mentally handicapped. Manuscript writing, however, has been found to be very effective for these children for the same reason- that it has been useful as a beginning writing system for the child of average intelligence. Since it is more like printing it is easy to read and require less coordination to write. Writing should be taught through useful material or by using words pertinent to the reading vocabulary, rather than as an isolated skill. The incentive may come from the need the child feels to write his name or, for the older child to fill out a form for enrollment in a swimming class, etc. When the practice on isolated forms is necessary these forms should be put into a meaningful context for the child.

Transfer to cursive writing should not be made until the child has some proficiency in manufscript writing. He should be able to read cursive writing in functional situations and have a sufficient amount of interest and coordination to attempt it without undue emotional stress. In cases where cursive writing appears to be difficult and disturbing, manuscript writing may be all that will be taught except

for the child's name which he should be able to write cursively for business reasons. [1]

The development of good speech is an important factor in the life of these pupils. The emotional and social growth is influenced directly by the degree of mastery of this skill. Speech training should be an integral part of the general program. Many have speech defects. Severly handicapped pupils may be helped by the speech therapist. Less serious handicaps may be improved by the classroom teacher. The teacher should be aware that her speech serves as a model for the pupils. Younger pupils especially tend to copy the speech patterns of their teachers.

B. Learning Experiences

Primary

Speaking

1. To know first and last name.
2. To tell experiences, anecdotes.
3. To take part in simple conversation.
4. To ask questions.
5. To report incidents.
6. To talk over the telephone.
7. To enumerate objects in a picture.
8. To tell about a picture.
9. To reproduce simple poems and rhymes from memory.
10. To know the relationship between up, down, in, out, over, under, closed and open.
11. To associate objects with words.
12. To know age, address and name of school.
13. To articulate fairly well.
14. To share ideas freely.
15. To make a call on a telephone.
16. To compose one or two sentences.

1 The Interstate Printer and Publishers Inc.,"The Illinois Plan for Special Education of Exceptional Children" (Danville, Illinois)

17. To answer question clearly.
18. To learn to spell simple words needed in writing.
19. To learn alphabet.

Listening

20. To listen attentively to short stories.
21 To become acquainted to the Mother Goose rhymes, jingles and poems.
22. To listen to records, radio programs, television programs and sound films suited to child's level.
23. To follow oral directions.
24. To develop ability to hearing rhyming words.
25. To listen with the object of retelling stories.

Writing

26. To learn manuscript and cursive writing.
27. To copy simple forms.
28. To write simple stories.

Intermediate

Speaking

29. To discuss stories with others.
30. To discuss informational material with others.
31. To use correctly pronoun "I".
32. To dramatize situations.
33. To begin to arrange events in sequence.
34. To compose short compositions.
35. To take a message over the telephone.
36. To request information over the telephone.
37. To recall important detail of visual aids - films, slides and filmstrips.

Listening

38. To execute two requests given simultaneously.
39. To remember oral directions.

Writing

40. To continue cursive writing.
41. To capitalize proper names.
42. To capitalize first word in sentence.
43. To use asking and telling sentences.

44. To capitalize "I" and the date.
45. To learn to spell words needed in writing.
46. To copy accurately words and sentences.
47. To copy short stories composed by group.
48. To ask for correct spelling of words when needed.
49. To learn five to 20 new spelling words a week, if possible.

SPELLING

Spelling has a threefold purpose in its relation to writing, reading and speaking. The vocabulary used in spelling should be composed of common words associated with the pupil's daily reading experiences. They should be words which will enable him to form good habits of communication.

Therefore, the demands that the teacher should make upon the slow-learner in spelling should involve only those words which the pupil will find of practical use to him.

Individuals differ in the way they learn most easily. Some pupils have strong visual images, others remember things in terms of sound and auditory images, still others remember things in terms of their own movements. Most pupils use a combination of all three. In teaching spelling to slow-learners the method used should assist all pupils whatever method is used by them.

1. Aims in spelling are as follows:
   a. Each child should be able to use his spelling skill functionally.
   b. Each child should make progress in spelling commensurate with his ability.
2. General Principals for teaching spelling are as indicated:
   a. The child should have personal pride in using words correctly.
   b. Emphasis should be placed on the teaching of words rather than merely assigning or hearing spelling.
   c. Teaching method and procedure should help pupils to see, hear, say, understand, think, write and use all words taught.
   d. Correct spelling in all written work should be required.
   e. Spelling should be taught everyday.
   f. Dictionary instruction should be given as an aid to spelling.

g. Simple spelling rules should be taught as another aid to spelling.

h. Opportunity should be provided for pupils to use new words in:

1) Language stories
2) Word games
3) Dictation of sentences
4) Use of dictionary

The following method of teaching spelling is one that attempts to help all pupils.

1. The word to be learned should be written correctly on the blackboard by the teacher.
2. Teacher pronounces the word clearly and distinctly, using it in context and pointing out known words within new word, sound blends, meaning, vowels, etc..
3. Children pronounce word.
4. Children trace word on desk with finger in order to get a kinesthetic image of word, pronouncing each letter as it is written.
5. Children close the eyes and try to see the word. Time is allowed for each child to study word. Object of this study is to develop an image of the word, so that he will be able to recall it in all its details after the copy has been taken away.
6. Every child has an image of the word, the word is erased and the child writes it from memory.
7. Teacher writes word on board again, child compares it with his word. If his is correct he folds paper and writes it again. If it is incorrect repeat process from Step 1. He must be allowed to fix the correct form in his mind before he attempts to rewrite the word. The pupil has a perception of the word, an image of the word and finally a correct habit is formed and the spelling of the word becomes automatic.

The above mentioned procedure is one that is more suitable to the primary group and can also be used for an extremely slow intermediate group.

The following method is suggested for use with an intermediate group:

The Study-Test Method;

A. Monday

1. Motivation with story, tape recorder and pictures.
2. Initial focalization- list spelling words of the different spelling groups on the chalkboard or chart. Spelling words should be taken from the vocabulary list of the different reading groups, arithmetic, social studies, science, social adjustment, etc. The words from the different reading groups should be the new words that will be introduced in the new reading stories planned for the weekly reading groups.
   a. Teacher pronounces word.
   b. Pupils pronounce word.
   c. Teacher uses word in sentence.
   d. Teacher writes word on chalkboard.
   e. Teacher writes word on board in syllables.
   f. Teacher stresses difficult parts.
      1) Underlining difficult parts
      2) Pointing places to watch
      3) Stressing silent letters or numbers of double letters
   g. Pupil writes word(s) in the weekly spelling section of of his note book.

B. Tuesday -- Apply same procedure as used on Monday.

C. Wednesday -- Administer PRE-TEST to all groups. Take words at random from the spelling list.

D Thursday -- Follow same procedure as Monday and Tuesday. Spelling lessons may be supplemented each day with the use of a formal spelling workbook; directed and independent dictionary skills should be encouraged of all pupils.

E. Friday -- FINAL TEST

1. Motivation (Spelling Chart, stars, etc.)
2. Administration of test.
   a. Teacher calls word
   b. Teacher uses word in sentence.
   c. Teacher repeats word.
3. Group study
   a. All other spelling groups should be studying or reviewing their words quietly while teacher is administering test to another group.

Spelling homework should be given everyday. Words from the spelling list should be assigned in equal numbers daily. Homework should stress writing the word two or three times and using the word in a complete sentence. Pupil should underline word being used in sentence.

SAMPLE HOMEWORK PAPER

Mary Doe
October 3, 1969
Linden School

Spelling Homework

1. went went went
1 The children went to school.

2. Saturday Saturday Saturday
2. We do not go to school on Saturday.

The spelling homework may be varied with assignments in dictionary skills. The teacher should stress the writing of good sentences, punctuation, penmanship and neatness.

Following is a suggested group of words which are divided into two lists for primary and intermediate groups. These divisions are for the purpose of guiding the teacher.

mother	said	it	like	cow
father	house	she	eat	bed
baby	fun	was	away	box
is	come	name	day	farm
I	dog	have	his	of
see	jump	will	put	here
you	car	book	can	cat
we	work	doll	home	from
an	ride	he	call	be
little	came	yes	may	make
boy	good	no	hop	they
look	bad	my	did	fly
ball	up	ran	at	name
are	down	me	not	on
big	saw	this	all	has
girl	to	into	do	our
run	the	him	hat	page
play	one	her	and	school
go	two	for	by	wagon
in	three	a	cold	sit

Words from the Dolch Basic Sight Vocabulary of 220 Words may also be used for the primary group.

INTERMEDIATE

sister	grandmother	January	o'clock	orange
brother	grandfather	February	coming	violet
aunt	barn	March	drink	black
uncle	ask	April	milk	brown
Sunday	but	May	cry	white
Monday	horse	June	love	bread
Tuesday	game	July	room	pony
Wednesday	an	August	Middletown	coat
Thursday	funny	September	Portsmouth	child
Friday	boat	October	Riverton	cake
Saturday	its	November	[illegible]	Little Compton

clock	duck	December	Newport	Mrs.
four	airplane	animal	Jamestown	Miss
five	dress	cousin	Rhode Island	number
new	six	dear	dime	some
oh	seven	birthday	ate	sleep
men	eight	dinner	bird	red
before	nine	going	draw	yellow
Navy	train	ten	egg	had
blue	long	apple	happy	as
green	supper	yacht	race	boat
American Cup	water	museum	resort	school
letter	face	cut	bag	went
class	head	thank	trip	why
over	hand	story	fall	think
under	body	rain	today	who
nest	foot	any	after	tell
very	ear	town	ice	flag
now	skate	some	help	about
swim	read	first	open	fire
swimming	park	second	nut	kind
help	zoo	third	heep	teacher
air	wind	band	year	use
could	picnic	fish	out	time
more	water	show	off	take
party	table	sled	Valentine	what
paper	bus	city	again	small
ink	summer	late	joy	yard
give	please	or	with	above
street	how	visit	us	where
stop	sing	able	them	ring
snow	walk	job	then	penny
say	night	song	wash	were
own	lady	road	clear	sent
so	find	deep	those	Christmans

card	hear	skip	climb	week
Santa Claus	ever	lot	pass	behind
made	been	fair	sorry	price
poor	part	called	lost	rope
pretty	sold	talk	fast	low
pay	still	blow	goes	something
rest	mail	window	gate	life
took	past	found	there	stand
key	son	lay	care	sale
sure	door	meal	camp	move
rub	try	begin	cents	feed
busy	myself	grow	dead	date
lake	want	upon	hold	live
gold	best	cost	warm	send
making	sky	drum	don't	too
hope	club	right	east	having
spent	brings	must	soft	gone
sour	your	clean	race	thing
meat	sweet	zero	hard	shall
when	soon	write	start	side

DOLCH LIST
A BASIC SIGHT VOCABULARY OF 220 WORDS

The following 220 words make up 50 to 75 per cent of the reading vocabulary used in the primary and intermediate grades. This list may prove valuable to the teacher in choosing words for practice in reading and spelling. <u>There may be a repetition of words given in the primary and intermediate spelling list.</u>

<u>Conjunctions:</u>

and	as	because	but	if	or

<u>Prepositions:</u>

about	after	at	by	down	for
from	in	into	of	on	over
to	under	upon	with		

Pronouns:

he	her	him	his	I	it
its	me	my	myself	our	she
that	their	them	these	they	this
those	us	we	what	which	who
you	your				

Adverbs:

again	always	around	away	before	far
fast	first	here	how	just	much
never	no	not	now	off	once
only	out	so	soon	then	there
today	together	too	up	very	well
when	where	why	yes		

Adjectives:

a	all	an	any	best	better
big	black	blue	both	brown	clean
cold	eight	every	five	four	full
funny	good	green	hot	kind	light
little	long	many	new	old	one
own	pretty	red	right	round	seven
six	small	some	ten	the	three
two	warm	white	yellow		

Verbs:

am	are	ask	ate	be	been
bring	buy	call	came	can	carry
come	could	cut	did	do	does
done	don't	draw	drink	eat	fall
find	fly	found	gave	get	give
go	goes	going	got	grow	had
has	have	help	hold	hurt	is
jump	keep	know	laugh	let	like
live	look	made	make	may	must
open	pick	play	please	pull	put
ran	read	ride	run	said	saw
say	see	shall	show	sing	sit
sleep	start	stop	take	tell	thank

think	try	use	walk	want	was
wash	went	were	will	wish	work
would	write				

LANGUAGE WORK AT TWO LEVELS

LEVEL I

MENTAL AGE RANGE: 5 to 8 years

All of the basic language skills are of necessity incorporated in the reading program. Although there is a broad area of overlapping activities between reading and language, some suggestions follow for language development in which those who make slow academic progress may actively participate.

PRIMARY LEVEL

Pupil Activities

1. Extending invitations and greeting (oral and written).
2. Composing thank-you messages (oral and written).
3. Sending and delivering notes or messages as to a classmate who is ill.
4. Making requests (oral and written).
5. Accepting simple, accepted social courtesies.
6. Helping maintain the corkboard by printing announcements and posters, labeling and arranging pictures.
7. Making scrapbooks built around special interests and experiences and using these as a basis for class discussion.
8. Participating in choral speaking and dramatization.

Specific Activities for Increasing Language Abilities

1. Show an interesting picture. Encourage the children to talk about the picture. Help them to increase the length of their sentences in describing the picture.
2. Help the chilren to classify objects, Have them make a chart of pictures illustrating a general idea; such as fruits, vegetables, furniture, animals, things mother does, toys, opposites, numbers, colors and so forth.
3. Read a story to the children. Question them about the story. Have the children retell the story.
4. Have a report of current events- a "news" period.
5. Encourage the children to bring toys, pets and other objects to school and talk about them.
6. Take the children on local field trips and later have them discuss their experience.

7. Make a game of prepostions. For example, have the children put an object in, on, under, beside, below, above or behind the box.

8. Make a game of adverbs. Have the children walk quickly, slowly, sadly, quietly, noisily, happily and so forth.

9. Make a game of adjectives. Find a number of different objects. Ask the children to identify the blue, red, big, little, striped, smooth, hard or soft ball. Have them pretend they are big, little, brave, happy, unhappy, kind, old or young. Let them describe objects, each other and other items in their environment.

10. Make a game for verbs. Have the children walk, run, hop, work, play and so on. Question the children: What can a boy do? What can a girl do? What can a tiger do?

11. At the beginning of the year let each child make a book about himself- "My Own Book". On the first page draw a picture of self, clothes colored appropriately, etc., on the following pages - my home, people in my family, my toys, games I play, what my father does, etc. This will stimulate discussion and serve as a basis for getting acquainted with children and for learning their concepts of home and family. Do this again near the end of the school year to show development. This will serve as a very meaningful book to the child - all about himself.

LEVEL II

MENTAL AGE RANGE: 8 to 11 years

Activities enumerated for the lower mental age range may be modified for use at this higher level.

The following additional suggestions may be used in the development of useful language experiences:

1. Introducing people
2. Relating experiences in caring for plants, pets, etc.
3. Keeping charts of attendance records (reasons for absence).
4. Celebrating holidays and birthdays.

   Parties or special programs afford opportunity for social training as well as language development.
5. Preparing a class chart of weather conditions.
6. Using the telephone.
7. Learning how to give simple directions.
8. Writing both personal and business letters. Filling out applications, order blanks, checks, etc.

ARITHMETIC

The purpose of Arithmetic in the program is to provide the individual pupil with the activities and experiences which are meaningful and useful in everyday living. It is extremely important that the content of the Arithmetic Program be definitely functional.

While the slow-learner finds symbols and abstractions difficult to comprehend, there are in Arithmetic a certain number of signs, symbols, and abbreviations with which the child will come into contact daily living and which he should recognize and understand. There is also an arithmetic vocabulary with which he should become familiar.

In teaching Arithmetic to the slow-learner it must be understood that problems and situations with which pupils are going to cope in everyday living will be most easily understood and most meaningful. Any method by which a slow-learning child can learn, is the best method for him. Since much of arithmetic instruction is individual it will be necessary for the teacher to employ the method by which the particular pupil can learn. As in other instruction for the slow-learner, it is permissible, and often necessary, to use aids which would be discouraged in teaching regular children. In general, any aid that will help the child may be used.

LEARNING EXPERIENCES

PRIMARY

1. To count to twenty by rote
2. To count concrete objects - "how many"
   a. Chair and tables
   b. Children
   c. Sticks
3. To count pictured groups.
4. To compare groups as to quantity -"how many more"
5. To compare groups as to size
6. To associate written numbers (1-1) with objects and pictured groups
7. To learn that a number has a fixed place in the counting series
8. To learn that each number means one more than the preceding number
9. To learn to read and write numbers 1 through 20

10. To learn that a large number can be broken up into smaller groups
11. To learn the number names "one" through "twenty"
12. To learn partial counting
13. To recognize ordinal numbers (1 - 20)
14. To learn age, address, telephone number
15. To recognize numbers on the clock
16. To find pages in a book
17. To become acquainted with numbers on the calendar
18. To make a calendar
19. To put date on blackboard
20. To know "time" related to child's day
    a. Getting up
    b. Opening of school
    c. Recess
    d. Noon
    e. Dismissal
    f. Supper
    g. Bedtime
21. To tell time on the hour
    a. Make clocks
    b. Dramatize
22. To count money
    a. Play with toy money - store in room
    b. Know coins to a dollar
        Penny
        Nickel
        Dime
        Quarter
        Half-dollar
        Dollar
    c. Count lunch money
23. To learn terms
    a. Tall - short
    b. Large - small

c. More - less

d. Over - under

e. Many - few

f. Before - after

g. Upper - middle - lower

h. Taller - tallest

i. Smaller - smallest

24. To add "one" (or two, or three or four) to each number one to ten

25. To take away "one, (or two, ot three, or four from each number one to ten

26. To learn number values through the use of games

a. Dominoe games

b. Ring toss games

c. Checkers

27. To count to 100 by rate

28. To write numbers to 100

29. To count and write by 2's, 5's, 10's

I. ARITHMETIC READINESS

A large part of the work in developing number readiness will be oral. The suggested activities given here are intended to stimulate the teacher's thinking; they do not purport to be all-inclusive.

BASIC CONSIDERATIONS IN DEVELOPING ARITHMETIC READINESS

1. The child's present level of mental development will determine his activities. Do not underestimate the child. An older child with this mental age will have had some number experiences.

2. The child's rate of learning must be considered.

3. The learning situation should be as real as possible.

4. The child must see sense in what he learns.

5. Meanings must precede symbols.

6. Understanding must precede repetitive drill.

7. Practice must be properly distributed

8. It is necessary to review frequently previously learned concepts.

9. The manner in which the child uses numbers in his thinking is as important as the results of his thinking.
10. The child learns best when he is aware of personal growth.
11. Make use of multiple-sense learning: seeing, hearing, saying, touching, drawing, moving, etc.
12. Plan orderly development in the child's quantitative thinking.

A. Enumeration by 1's to 5, then to 10, to 20. (Limit may be extended for more capable children)

Rational counting may at first be done by several children in concert then individually. Count objects in the room; doors, windows, pictures, desks, erasers, goldfish, plants, books, boys, girls, etc. Count to the bouncing of a ball, the tapping of a bell or pencil. Number rhymes and games are suggested.

Serial counting does not imply the child knows quantity. He may be able to count six pencils but cannot answer the question "How many?". The concept of quantity is the next step in the child's arithmetic readiness. Starting with small quantities - one, two, three, four - through varied situations, the child will develop this basic concept and will be able to tell "How many".

B READING AND WRITING OF NUMBERS TO 10

At first use large-muscle activity by writing on blackboard. Tracing over the symbol may at first be necessary to establish the proper muscular pattern, and the name of the symbol. Let the child say the name as he makes the number. Teach one number symbol at a time.

Work sheets may be devised(teacher made or oppropriate commercial) to give practice in reproducing symbols.

For example: Trace with crayon the large numbers on the paper. Reproduce in each square the number given in the top row. (Block off paper into half-inch squares for this). At first copy only a single number, then two, then three, etc., until the child can form all numbers 1 to 10 from copy. Next step is to make numbers from memory without copy. Fill in the missing numbers in the squares. Count the number of balls, etc., and make the number.

D. UNDERSTANDING THE MEANING OF DIGIT SYMBOLS

Let the child understand the meaning of the number by associating the number with objects.

Examples:

Count the doors in the room and point to the number which tells how many.

Count the windows in the room and let the crayon tell how many.

Count the girls in the room and let the pencil tell how many.

ARITHMETIC

Provide the child with a variety of experiences which will firmly establish the number concept.

Examples:

Jack may erase all but the number which tells how many windows are in the room.

Betty may draw a circle around the largest number.

Erase all but the number which tells how many days are in the week.

Write the number which tells how many eyes you have; how many fingers on your right hand.

E. TIME (Use clock face with movable hands.)

Identify: hour. (Half-hour, quarter-hour for more mature pupils.)

Pupil activity: Let John move the hands to the hour at which we come to school.

Let Mary place the hands to show 10 o'clock, etc.

F. Money Values to a Dime. (Use actual money.)

Know value of a penny, nickel and dime in terms of buying familiar objects: candy, pencil, spoon, milk, etc.

How many pennies in a nickel? in a dime?

How many nickels in a dime?

How many pennies with a nickle make a dime?

II. LEVEL ARITHMETIC

At this level it is important to present number facts in orderly progression from simple use of number symbols to the more complex use of symbols. Emphasis upon the manner in which the pupil uses numbers is continued while emphasis upon accuracy becomes important.

The mentally retarded pupil has need of basic number facts to make satisfactory life adjustments. The instruction should continue to be as practical as the teacher can make it. The teacher should use every possible situation from the child's own experiences rather than follow "problems" given in an arithmetic book. Use all the meaningful drill you can. Play games in which the number skills have a part. Prepare small sets of cards with the answers on the back for individual practice. Let the pupil give one another practice.

Progress with number symbols may be much slower than that experienced by other children in the class. The teacher is cautioned that speed in progression is not the important thing. Make certain the pupil is able to use one level of number skill before attempting the next level. The pupil is interested in making progress. Make a skill chart for the individual pupil which may be appropriately marked with stars or a colored bar to indicate progress.

Arithmetic

No attempt should be made to have the mentally retarded pupil keep up with normal pupils in the class by requiring the mentally retarded pupil to do less of the same work planned for the normal pupils. The mentally retarded child needs not less of a program designed for the normal child, but a great amount of practice in number facts appropriate to his own needs.

BASIC SKILLS FOR THIS LEVEL

1. Enumeration by 1's to 100 is accomplished at this level. (Both counting of small objects and rote counting.)
2. Reading and writing numbers to 100.
3. Understanding the meaning of addition and subtraction.

Suggestions: Use blocks, beads, peg board, etc. Two blocks here and one block here, place them together (add); this makes three blocks (count). Four beads here, take one away (subtract); this leaves three beads (count). The child should learn at the same time the meaning of both addition and subtraction to the point where he can demonstrate with objects first to the sum of 4, then 5, 6, 7, 8, 9, and 10. (Or the teacher may follow any other systematic number progression now in use.) This is to develop meaning only. When the child understands the facts, each fact is learned as a separate memory item. Counting is not used at this time. (It is very important that the child have an understanding of the meaning of addition and subtraction facts before there is any abstract memorization.)

Arithmetic

4. Writing and reading of number combinations to ten in horizontal and vertical form. Include the reading of the signs +, -, and = (Both addition and subtraction)

Examples:

$2 + 1 = 3$ $\quad \begin{array}{r} 4 \\ -1 \\ \hline 3 \end{array}$ $\qquad 2 - 0 = 2$ $\quad \begin{array}{r} 2 \\ +2 \\ \hline 4 \end{array}$

Intermediate

30. To recognize measures and their abbreviation in relation to things used in daily living

    a. Inches - in.

    b. Feet - ft.

    c. Yard - yd.

    d. Pints - pt.

    e. Quarts - qt.

    f. Gallons - Gal.

    g. Pound - lb.

    h. Dozen - doz.

    i. Bushel - bu.

    j. Ton - T.

31. To learn to use Calendar and write date.

    a. To know the seven days of the week

    b. To know the twelve months of the year.

    c. To know the number of days in a year.

    d. To know the number of weeks in a year.

32. To know the addition and subtraction combinations involving 2's, 3's and 4's.

Arithmetic

33. To learn more about the clock

    a. Half hours

    b. Quarter hours

    c. A.M. and P.M. time

34. To read and write numbers to 100 with some appreciation of their value.

35. To say and write by 2's, 5's, 10's to 100.

36. To read and solve simple problems involving adding and subtracting.

37. To know Roman numerals to twelve.

38. To be able to divide whole objects into halves, quarters and thirds.

39. To be able to do simple measuring of objects.

    a. One-half inch

    b. Inch

    c. Foot

    d. Yard

40. To learn the uses of measuring devices.

    a. Thermometer

    b. Scale

    c. Speedometer

    d. Gasoline pumps in filling station

41. To use arithmetic in life situations.

    a. Buying groceries

    b. Buying dry goods

    c. Buying stamps and having packages weighed for mailing.

    d. Keeping calendar record of holidays, dates.

    e. Playing store, involving money changes.

    f. Others

Arithmetic

42. To read and write numbers to 100

43. To know 100 addition and 100 subtraction facts.

44. To use addition and subtraction with two-figure columns, involving carrying and borrowing.

45. To use zero in addition and subtraction.

46. To learn multiplication and division through 5's.

47. To learn to solve simple one and two-step problems in concrete, oral situations.

48. To learn to solve simple two and three-step problems in concrete, oral situations.

49. To learn to check papers.

SOCIAL STUDIES

A. An understanding of Social Studies guides children into better ways of living together, solving their civic problems and understanding the environment in which they live. It is important that they understand and appreciate the services provided by home, school, community, state and nation in maintaining their welfare. Since the slow-learner is limited in his associative powers he may not be able to make adequate adjustment to lapse of time. It will be unmeaningful for him to be given a chronological history of his country. He can be taught to understand a few of the important functions of the law-making bodies he comes into contact with. He can learn to appreciate his country's great men and what some of them stand for. If he reads, he can be taught to use a newspaper to get information he may want to use. He can be taught the privileges and obligations, and how he can vote his ballot as he wishes it to be voted.

The child should be made aware of the functioning of City, State and Federal Governments on a level that he can comprehend. He should be taught to be proud of his American heritage. It should be the ultimate aim of the teacher of social studies that he teach the slow-learner to function cooperatively with others in a democratic society.

Social Studies

Learning Experiences

Primary

1. To discuss the aspects of home living.
   a. Responsibility of each member of the family.
   b. Problems of daily living.
   c. What constitutes a happy home.
2. To know about the neighborhood
   a. Housing
   b. Play facilities
   c. Community helpers
      (See sample units at the end of this chapter)
      Policeman
      Fireman
      Storekeeper
      Mailman
      Milkman
      Refuse collector
      others
3. To make friends and be part of a group.
4. To know of services rendered by school personnel and equipment.
   a. Principal
   b. Teacher
   c. Doctor and Nurse
   d. Custodian
   e. Teacher Aide
   f. Audio-Visual Aids

Social Studies

Intermediate

5. To learn about transportation.

   a. Means of transportation to place pupil needs to go

   b. Standards of conduct on public and private conveyances (stress code of acceptable behavior on school bus and in private cars hired by school department).

   c. Important route - city - town maps.

   d. Make use of visual aids on transportation.

6. To know means of communication.

   a. *Use of telephone

   b. *Mail and telegraph

   c. Radio and television

7. To know city or town services and facilities.

   a. *Post office

   b. *Firehouse

   c. *Police station

   d. Health facilities

      Town clinics

      trash disposal

      Street cleaning (City Public Works or Town Highway Department)

   e. Recreational facilities

      Park and playgrounds (Fort Barton, King Park, Beaches, Fort Adams, Morton Park, Portsmouth Historical Society Turkey Hill and Newport Black Museum.

Social Studies
Art Centers

Library facilities

8. To know the accepted holidays and significance and date each

* Develop a unit around these topics and plan field trip, mural and exhibits as culminating activities.

ILLUSTRATIVE UNITS

ILLUSTRATIVE UNIT - PRIMARY - HOW SOME ANIMALS LIVE AND GROW

I. INTRODUCTION

A. Talk of pets that children have at home.
   1. Some may bring small pets to school (Hamsters, rabbits, birds, etc.) No pets are to be left in the school overnight.

B. Talk about known animals that are not house pets.
   1. Farm animals
   2. Wild animals.

C. Teacher may display animal pictures to stimulate interest and questions.
   1. Find pictures that suggest lead questions such as:
      a. Where do you think that baby deer sleeps?
      b. What did you notice about the frog's tongue?
      c. Why do cats have soft paws and sharp claws?

D. Visit fish hatchery, the woods, or a farm to observe different types of animals.

Social Studies

II. DEVELOPING THE UNIT

When pictures and materials have been collected and partially discussed we are ready to find likeness and differences by comparison.

A. How do feet help different animals?

1. In securing food.

a. Claws (talons) on birds to grasp and tear food.

b. Webbed feet to assist animals to swim under water to food.

c. Non-retractile claws on squirrels and muskrats (front feet) to help digging for roots and climbing trees.

d. Retractile claws on cats and wildcats for grasping and tearing.

B. How do mouths help different animals?

1. Specialized tongues.

a. Toads and frogs - Long and darting

b. Butterfly -

Long tongue - hollow tube through which nectar is sucked from flowers.

2. Bills of birds.

a. Ducks - broad flat bill - strain food from mud.

b. Bluejay - sharp bill to force open nuts and to eat seeds.

3. Teeth

a. Meat eaters - wildcat, fox, dog, wolf.

Long pointed front teeth.

Flattened back teeth (molars)

These are for tearing and grinding raw meat.

b. Plant eaters - horses, cows,

Long sharp teeth. These fit them for biting and gnawing tough green plants (grass)

III. CORRELATED ACTIVITIES

A. Draw pictures of different types of animals studied.

B. Write short sentences about each animal drawn.

C. Encourage children to bring in stories of animals.

ILLUSTRATIVE UNIT - INTERMEDIATE

COMMUNICATION

I. HOW MESSAGES ARE SENT

A. Long Ago

Visual Messages (explain term)

1. Beacon lights
2. Smoke signals
3. Gestures
4. Picture writing

Carved on rocks

Printed on clay

On papyrus

On skins of animals

Social Studies

5. Blaze on trees

6. Pointing arrows

7. Knotted cords

8. Notched sticks

9. Signalling by flags

10. Light signals

Flares - rockets

Mirrors

Auditory (ear)

1. Drums

2. Bells

3. Lyrics sung in streets

B. Modern

Visual Messages

1. Light signals

Trainmen's lanterns

Flashlights

Colored lights (traffic signals)

2. Writing and printing.

a. Letters and written messages

Mail

Messengers

Carrier pigeons

Social Studies

b. Printed messages

Newspapers

Bulletins

Circulars

Magazines

Handbills

Pictures - billboards

Auditory (ear)

1. Talking and shouting
2. Horns
3. Trumpets
4. Bell and whistles
5. Telephone
6. Radio
7. Telegraph and cable
8. Music (bugle call)
9. Sound pictures
10. Phonograph

Special Means of Communication

1. Braille (communication to the blind)
2. Television

Social Studies

II. THE POST OFFICE

A. What happens to a letter in the U. S. Mails?

1. Letter deposited in a collection box
2. Collected by mailman
3. Travels through a post office where with others it is:
   a. Sorted (Manually or mechanically)
   b. Postmarked
   c. Distributed
      To lockbox or carrier's bag
      To a sack for further travel
4. Its journey from the post office
   To local mailboxes
   To train, boat or plane
5. Its progress on a train, boat or plane
   Sorting
   Placement
6. Its arrival at its destination
   Carried by rural carrier
   Carried by city postman
   Called for at post office

B. Cost of Postal Service

1. Kinds of stamps and value
2. Salaries of postal employees
3. Upkeep of buildings
4. Replacement of trucks and other vehicles

Social Studies

C. Tracing route covered by a letter

1. Map study

2. Distance in miles

3. Rate of speed and time consumed

III. INVENTIONS FOR MORE RAPID COMMUNICATIONS

A. Telegraph

B. The Atlantic Cable

C. The Telephone

Activities

1. Make a simple telegraph

2. Writing a telegram

3. Make a class newspaper

II CULMINATING ACTIVITIES

1. Plan a radio program with a homemade microphone.

2. Make a communication booklet.

3. Make a mural.

The following Social Studies topic should be taught during the three year period a pupil is in the Primary and Intermediate Class.

PRIMARY

The Home

The School

The Neighborhood

Community Helpers

National Holidays

Social Studies

Thanksgiving

Veteran's Day

Columbus Day

National Figures

George Washington

Abraham Lincoln

INTERMEDIATE

Community

a. Local Government

b. State Government

c. Federal Government

United States

a. New England States

1. Origin

2. Pilgrims

3. Products

4. Famous New Englanders

b. Middle Atlantic States

1. Origin

2. Location

3. Famous people

4. Minerals and Products

Social Studies

c. Southern States

d. Western States

e. Famous Americans

George Washington

Abraham Lincoln

Massoit

Booker T. Washington

f. National Holidays

Columbus Day

Veteran's Day

Thanksgiving

Units should be developed around these topics. They should be developed several days or weeks prior to the holiday, so that the unit may culminate on the particular holiday.

EVERYDAY SCIENCE

A. In everyday living the experiences of all human beings touch upon aspects of science. Those things which are closest to the slow-learning child are of deep significance to him. With the younger child this includes the food he eats, the clothes he wears, the pets he has and the aspects of nature he sees around him. With the older boy or girl the laws of science dealing directly with those things with which he is familiar are of the most interest. Also of interest, but from a purely conversational standpoint, are the modern scientific discoveries these pupils have heard or read about and like to discuss. It is therefore important that concepts of science be presented in as meaningful a way as possible. Science should be closely connected with everyday living. Abstract theory has no real meaning for slow-learning children. For the most part, science will serve more to enrich other learning experiences and only seldom should be taught as an isolated learning experience in itself.

Occasionally one of the children shows an intense interest in some particular phase of science - animals, flowers, rocks, etc. This interest should be encouraged and allowed to develop as far as the child is capable of developing it, since such interests may ultimately become worthwhile hobbies.

Everyday Science

B. Learning Experiences

Primary

1. To talk about time of year and its relation to weather.
   a. Fall
   b. Winter
   c. Spring
   d. Summer
2. To talk about animals
   a. Domestic, including pets
   b. Wood animals
   c. Circus and zoo animals
   d. Common bird, fish, insects, reptiles.
3. To talk about plants
   a. Plants that provide food
      Make trip to market
      Set up market in room
      Make booklet on vegetables
      Plant seeds in room and watch them grow.
   b. Trees
      Common trees seen everyday
      Trees that give food
   c. Flowers and house plants
      Common garden flowers
      Plants used in the home.

Everyday Science

4. To talk about machines used by man

    a. Common tools

        Broom

        Hammer

        Scissors

        Others

    b. Motor machines

        Sewing machine

        Refrigerator

        Automobile

        Washer

        Fan

        Others

Intermediate

5. To discuss the weather

    a. Importance to workers

    b. Effects on plant and animal life

    c. Kinds of weather and clouds

        Stormy

            Rain

            Snow and sleet

            Hail

            Wind

        Fair

Everyday Science

6. To talk about the surface of the earth
    a. Mountain
    b. Rivers
    c. Valleys
    d. Forests
    e. Soil
    f. Rocks (common rocks and minerals)
7. To talk about the need of conservation of natural resources
    a. Reforestation and fire prevention
    b. Crop rotation
    c. Fish hatcheries
    d. Game reserves
    e. Botanical gardens
8. To discuss plants in their relation to man.
    a. For food
        Vegetables
            Root - carrot
            Stem - celery
            Leaves - lettuce
            Seeds - peas
            Flowers - cauliflower
            Bulb - onion
    b. For clothing
    c. For shelter
    d. For beautification of surroundings

Everyday Science

9. To discuss animals in their relation to man
   a. As pets
   b. As food
   c. As clothing
   d. As shelter (Indian tepee)
10. To discuss machines that make work easier
   a. Lever - shovel, broom
   b. Wheel - pencil sharpener, bicycle
   c. Inclined plane - ramp, escalator
   d. Screw - jack, jar top
   e. Pulley - window, flag pole
   f. Wedge - can opener, screw driver

Everyday Science

SAMPLE SCIENCE UNIT

THE CHANGING EARTH

INTERMEDIATE LEVEL

A. What changes are taking place on the earth?

B. What things effect these changes?

C. Bring in pictures of changes that are taking place on the earth's surface.

D. Talk about changes that man made in building Route 24, 195, 95, Portsmouth By-Pass and Memorial Boulevard Extension.

II. Activities

A. Model some hills on large wood board or cardboard to give the children their first idea of relief maps.

1. High

2. Low

3. Rolling

B. Pour water over hills to see direction the water flows (always down hill).

C. Visit a stream in the neighborhood

Put in leaves, pieces of wood or toy boats to see whether the water will carry them along.

D. Find pictures of places where running water has changed the land.

E. Make a cement block - mix sand and cement with water - put in box and let harden.

F. Make collections of rocks - sandstone, limestone, shale.

G. Put muddy water in a glass - watch sand and soil settle to the bottom.

H. List things that change the earth.

Everyday Science

III. Developing The Unit

A. How our earth's surface varies:

1. Land -

a. Mountain and hills -

Raised parts of the earth's surface

Mountain higher than hills

b. Valleys -

Low places between hills

They vary in size and shape

c. Plains -

Wide, flat area of land

Their characteristics vary with their location

(1) Deserts - little vegetation - no agriculture - waste land, soil - hard, dry, dusty,

(2) Grassy plains - abundant vegetation - sheep and cattle raising.

2. Water

a. Bodies of water that flow across the surface of the earth are called streams.

Brooks or creeks are small streams - brooks are usually narrow - flow down mountains very fast,

Creeks are wider - flow much more slowly,

Rivers - much wider and deeper

b. Bodies of water that are surrounded by land are lakes and ponds. Small lakes are called ponds.

Shallow lakes or ponds are called swamps.

Everyday Science

c. Large bodies of water -

Seas

Oceans

B. Elements that change our earth

1. Running water -

a. Wearing away soil and carrying it to different places

b. Floods - cut deep ditches where land was washed away - build up soil in other places by piling up rocks and soil.

c. Waves - washing against the shore and wearing away rocks and soil - then depositing it at another point.

2. Moving Air -

a. Dust storms - talk of how fertile lands can be completely destroyed by dust settling from a dust storm.

3. Volcanoes -

a. Rock deep in the earth grow hot and melt - then push to the surface, making bumps as big as mountains. Finally break through - overflow and turn back into solid rock. Melted rock is called lava.

b. Volcanoes build up the land in some places but do not wear it away.

Everyday Science

4. Rocks -

a. How they are formed

Sandstone - little grains of sand

Shale - made from clay

Limestone - formed from shells of water animals.

5. The glaciers of long ago -

a. Great sheets of moving ice crushed everything in their path.

Melted to form lakes

Deposited soil and rocks to form hills.

C. How man changes the earth

1. Cut down forests to make fields

2. Digs canals

3. Digs mines

4. Build roads - hills cut down and hollows filled in.

5. Builds railroads.

PHYSICAL WELL-BEING

A. Healthful living, personal safety and wholesome mental attitudes are the objectives of physical well-being for the slow-learner. His competence often well depend directly upon his physical stamina since he most often will be employed as an adult in semi-skilled and unskilled jobs. The problem of developing good motor coordination is very real in classes of slow-learners and it is important that each child be given those physical activities suitable to him and peculiar needs. This is especially important in the younger groups.

Rules for personal safety must be taught so that they will be meaningful and functional for all slow-learning children in their daily lives. Taking safety precautions must become habit with these children since they do not react satisfactorily when confronted with new situations or emergencies.

Opportunity to develop wholesome mental attitudes occurs often on the playing fields. The advantages of team work and the need for cooperation can be taught well there. It is very important that the teacher does not allow himself or his group to develop the habit of alibiing for poor performance and for losing. Slow learners are concerned especially with the desire to win, so it becomes the job of the

Physical Well-Being

teacher to teach pupils to accept the fact that at every game someone must lose. Team play is only part of the physical education lesson with the older group. A general program of exercises to keep physically fit should be continued and be part of every class period.

Folk dancing and formation marching, especially in the older groups, is advantageous and should be part of every physical well-being program.

Personal cleanliness and making a good appearance must be emphasized with slow-learners until they have developed pride in both.

B. Learning Experience

Primary

1. Health - to talk about personal appearance and personal cleanliness.
   a. Developing a good posture
   b. Bathing daily
   c. Washing hands
   d. Brushing teeth
   e. Combing hair
   f. Cleaning nails
   g. Blowing nose
   h. Caring for clothing

PHYSICAL WELL-BEING

2. Safety - to talk about safety rules
   a. Observe traffic signs
   b. Play in safe places (not in the street)
   c. Take part in fire and bomb drills
   d. Danger of playing with sharp pointed instruments
   e. Refrain from pushing at the drinking fountain
   f. Danger of leaving objects on steps
   g. Hazard of contact with fallen electric wires.
   h. Danger of running with sharp objects.
3. First Aid - to develop a first aid consciousness
   a. Cleanliness necessary in first aid
   b. Watching nurse or doctor care for cuts, scratches and wounds.
   c. Reporting accidents and animal bites to parents and teachers.
4. To learn to play simple games (See Special Education Manual of Games)
   a. Jumping rope
   b. Bean Bag
   c. Piggy in the Pen
   d. Two Deep
   e. Hill Dill
   f. Fox and the Chicken
   g. Circle Baseball
   h. Red Light
   i. Drop the Handkerchief
   j. Follow the Leader

PHYSICAL WELL-BEING

5. To begin to participate in sports
   a. End Ball
   b. Kick Ball
   c. Dodge Ball
   d. Corner Ball

Intermediate

6. Health - to develop habits of good personal appearance and cleanliness
   a. Brushing teeth
   b. Washing hands
   c. Combing hair
   d. Cleaning nails
   e. Bathing regularly
   f. Blowing the nose
   g. Caring for the clothes
   h. Shining shoes
   i. Replacing fasteners on clothes
   j. Mending clothes
7. To discuss food as it affects health
   a. How food affects the teeth and body
   b. How a balanced diet affects health
   c. Why it is necessary to pasteurize milk
   d. How excessive sweets affect the skin and teeth.
8. To discuss good rest habits as they affect health
   a. Number of hours rest needed by children

PHYSICAL WELL-BEING

b. Number of hours of rest pupil actually gets

c. Factors necessary for proper rest.

9. To discuss posture as it affects health

10. First Aid and Safety - to practice simple methods of first aid.

a. Apply simple first aid to cuts, burns and minor wounds.

b. Refrain from moving individuals in accident cases.

c. Care for a nosebleed.

11. To apply safety rules

a. Cross street at school stop signs or corners

b. Stay away from fallen wires

c. Take part in fire and bomb drills

d. Remove hazardous objects from floors and stairways.

12. Games and Sports - to learn to play cooperative games

a. Dodge Ball

b. Circle Kick

c. Red Light

d. Hopping Relay

e. Overhead Relay

f. Potato Race

g. Three Deep

PHYSICAL WELL-BEING

13. To learn to participate in competitive sports.

a. Touch Football

b. Volley Ball

c. Field Ball

d. Soccer

e. Basketball

f. Softball

Suggested Activities and Outcomes in Health Education for the Slow Learning Child.

Charts I. PRIMARY ACCOMPLISHMENT - Mental Age: 5 to 8 years

Chart I. Cleanliness and Personal Care - Primary (Read Columns down, not across).

TO DO	TO SEE	TO FEEL	TO HEAR
1. Wash hands before eating, using individual paper towel at school and <u>own towel</u> at home.	1. Demonstration of brushing teeth correctly.	1. Awareness of personal responsibility for care and appearance.	1. Praise or frequent expression of approval for every attempt no matter how awkward or imperfect
2. Wash hands after recess.	2. Demonstration of how to wash and dry hands and how to care for washcloth, soap and towel.	2. Pride in being clean and neat.	2. Catch-phrases and sentences of reminder:e.g. "If you're false to your teeth, They'll be false to you.
3. Wash hands and face night and morning.at home.	3. Demonstration of how to comb, brush, and care for hair.	3. Necessity for carrying a readily available handkerchief and using it.	3. Frequent repeating in unison or alone of rhymes, jingles, verses, etc.,relating
4. Brush teeth twice a day with own toothbrush.	4. Demonstration of how to tie shoelaces.	4. Difference between clean and unclean ("fuzzy") teeth and mouth.	
5. Avoid putting pencils, fingers, etc., into mouth, nose, ears, eyes.	5. Demonstration of blowing nose correctly.	5. Dissatisfaction with the feel and odor of soiled underwear.	

Physical Well-Being

TO DO	TO SEE	TO FEEL	TO HEAR
6. Know how to blow nose when necessary and in manner not objectionable to others; use handkerchief instead of picking at nose.	6. Chart records of daily inspection.	6. Difference between good light and poor light on one's work, in reading especially.	to cleanliness and personal health habits.
7. Refrain from spitting on floor, steps, people.	7. Appropriate health poster and commercial displays.	7. Tingle of scalp, upon combing and brushing hair well.	4. Sound pictures if available, relating to proper health care.
8. Wash hands after visit to the lavatory.	8. Height and weight chart with entries very three months.	8. Being liked more by others when clean and neat appearing.	5. Singing and carrying out motion songs relating to cleanliness.
9. Drink from public fountain without "mouthing" it and squirting on others.	9. Dramatizations of good health behavior, such as "How to Get Ready for School."	9. Stomachache from drinking ice-cold milk or water too fast.	6. Riddle read by others with a chance to solve them or hear them solved out loud.
10. Use own napkin, glass or cup at mealtime.	10. Demonstration of how, when taking a bath to wash face, ears, and neck.	10. Tired eyes and fatigue from not getting enough sleep or rest.	7. Stories about children doing healthful things; discussion about story content.
11. Carry a clean handkerchief or tissue at all times.	11. Demonstration of proper way to clean nails.	11. Socks and shoes; too small (short) uncomfortable	8. Flies must be kept off food.
12. Try to cover coughing and sneezing.	12. Charts of different ways to take a bath: shower, tub, sponge bath.		9. Candy in large amounts should not be eaten between meals.
13. Make effort to keep hair combed and neat.	13. Demonstration of how to try shoes for sufficient length and width.		
14. Wear clean underwear.			

Physical Well-Being

TO DO

15. Take a bath with help more than once a week.

16. Remove all clothes at night and put on sleeping clothes. Hang up clothes or put neatly on a chair.

17. Keep shoes wiped or brushed daily.

18. Do not eat anyyhing dropped and picked up.

19. Do not eat snow, nor food eaten at by others.

20. Do not lick with tongue handrailings, window panes, desks etc.

21. Make a booklet of pictures showing good health habits.

22. Ask permission to go to lavatory without delaying too long; use toilet tissue as necessary.

23.Flush toilet after each use.

24. Avoid wetting or soiling toilet seat.

Physical Well-Being

TO DO

25. Hang up own wraps at school; put cap and gloves safely in pockets; fasten overshoes together.

The Elementary Course of Study (Bulletin 233-B. An Interim Report; Harrisburg: Department of Public Instruction, 1949), P. 475.

SUGGESTED ACTIVITIES AND OUTCOMES IN HEALTH EDUCATION
FOR THE SLOW LEARNING CHILD

INTERMEDIATE ACCOMPLISHMENT - Mental Age - 8 to 11 years

Chart I. Cleanliness and Personal Care - Intermediate
(Read columns down, not across)

TO DO	TO SEE	TO FEEL	TO HEAR
1. Wash hands when necessary without being told.	1. Slides or moving pictures of what germs ("unseen enemies") look like and do.	1. When teeth are loosening and permanent teeth coming in; importance of caring for teeth.	1. How germs are spread: spitting sneezing coughing, contacts, etc.
2. Draw and label pictures showing healthy and unhealthy appearing teeth.	2. Illustrated chart pictures of simple tooth structure.	2. Pride in white, well-cared for teeth and an attractive smile.	2. Where germs lurk: in hands, nail, mouth, objects, etc.
3. Draw and label pictures of simple tooth structure.	3. Illustrations comparing sound teeth with defective teeth.	3. Headache from over-straining eyes at movies, from improper light, reading in bed, etc.	3. Teeth (grinders, cutters and those that tear) explain function.
4. Make a large diagram of the teeth.	4. Demonstration of part each kind of tooth plays in mastication of food.	4. The difference between reading with reflected glare shining into eyes from sun, bright lamp poorly placed, etc.	4. Importance of making room for new, permanent teeth at proper time.
5. Find pictures of different kinds of tooth brushes and arrange in order of value.	5. Demonstration of what pressure and force it takes to crack nuts or hard candy and how dangerous it would be to do the same with the teeth.	5. A sore throat can be serious if not cared for.	5. Importance of immediate dental care for cavities in teeth.
6. Keep toothbrush in clean place provided for it; use twice a day without constant supervision.	6. Moving pictures or good slides of human digestive processes beginning in the mouth.	6. Awareness of body odor from lack of personal care.	6. How bacteria cause decay; harmful and helpful bacteria.
7. Write very simple stories or poems about cleanliness and personal care.	7. After proper blowing of nose, notice dirt collected from pollution in the air.		7. The story of how bristles are prepared for toothbrushes.
8. Make a health inspection chart and make regular entries.			8. How nose heats air before it reaches the lung.

Physical Well-Being

TO DO	TO SEE	TO FEEL	TO HEAR
9. Make cleanliness booklet. 10. Collect pictures of musical instruments with removable mouthpieces, etc. stressing that they transmit diseases. 11. Take charge of own bath, subject to inspection; bathe fully more than once a week.	8. How tears flush out the eyes and thus keep out foreign matter. 9. Demonstration of ways one sits in one's own light; also how light should fall on printed page for ease of reading. 10. Demonstration of how to gargle properly and use mouthwash.	7. The difference in walking when toes are pointing straight ahead and when pointing at an angle. 8. The pride and physical well-being of having one's remediable defects corrected.	9. How hair and mucous membrane in the nose collect germs and dust to safeguard throat and lungs. 10. Proper use of saliva to digest food. 11. Why particles should be removed from eyes with extreme care. 12. Purpose and function of body pores: relationship to body odor and personal care!

The Elementary Course of Study (Bulletin 233-B. An Interim Report, Harrisburg: Department of Public Instruction, 1949), p. 479.

APPENDIX A

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